

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p><u>Questions to Focus Learning</u></p> <p>How do structural components contribute to the overall structure of a text? How do they develop the theme, setting, or plot?</p> <p>A text is intentionally organized to contribute to its meaning.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know structure is the way in which the parts of a work of literature are put together. I know the structure of a text often depends upon its genre (e.g. poetry, drama, etc.). I know a chapter is a part of a book. I know a stanza is a group of lines in a poem. I know a scene is a part of a play. I know the individual parts of a text contribute to the overall structure and meaning of a text. I know authors choose structure to help convey theme, setting, or plot.</p> <p><i>Reasoning Targets</i></p> <p>I can describe the overall structure of a text. I can describe the structure of a specific part of a text. I can explain how the overall structure of a text relates to its theme, setting, or plot. I can explain how the structure of specific parts of a text relate to each other and to the text's theme, setting, or plot.</p> <p><u>Vocabulary</u></p>

chapter
genre
scene
stanza
structure

Teacher Tips

[A Close Reading of a Standard](#) - Students will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.

[A Christmas Carol Chronology](#) - Christmas Carol Chronology, based on Charles Dickens' A Christmas Carol, provides students with an opportunity to develop comprehension by listing plot developments and arranging them sequentially. This lesson begins with cooperative learning groups and ends with an individual manipulative activity of cutting and pasting strips of events in chronological order.

[Feel in the Blanks](#) - The following lesson is designed to function as a review of beginning, middle, and end and an introduction to individualized imagination, creativity, and perspective as it relates to the development of dialogue (i.e. improvisation).

[Making Personal and Cultural Connections Using "A Girl Named Disaster"](#) - This ReadWriteThink lesson is intended to help students experience both “efferent” (reading for information) and “aesthetic” (reading as a personal, emotional experience) responses to a story.

The following CCSS correlated resources are from ReadWorks.org:

[A Wrinkle in Time 6th Grade Unit: Lesson 2: The Similarities and Differences of Setting](#)

[A Wrinkle in Time 6th Grade Unit: Lesson 5: Thinking About Theme](#)

[America Street 6th Grade Unit: Genre Lesson: Short Story](#)

[Chasing Vermeer 6th Grade Unit: Genre Lesson: What is a Mystery?](#)

[Home of the Brave 6th Grade Unit: Lesson 4: Identifying Symbols](#)

[Only You Can Save Mankind 6th Grade Unit: Genre Lesson: Science Fiction](#)

[Only You Can Save Mankind 6th Grade Unit: Lesson 3: The Similarities and Differences of Setting](#)

[Only You Can Save Mankind 6th Grade Unit: Lesson 5: Thinking About Theme](#)

[Sammy Keyes and the Hollywood Mummy 6th Grade Unit: Genre Lesson: What is a Mystery?](#)

[Sammy Keyes and the Hotel Thief 6th Grade Unit: Genre Lesson: What is a Mystery?](#)

[The House on Mango Street 6th Grade Unit: Genre Lesson: Short Story](#)

[The Westing Game 6th Grade Unit: Genre Lesson: What is a Mystery?](#)

Vertical Progression

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.6.5](#)